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ABSTRACT

This article contends that the Department of Adult and Community College Education at North Carolina State University faces a significant challenge over the next 5 years, due to current Department faculty retirements and increasing competition from traditional, nontraditional, and virtual distance learning programs for prospective students. This revised compact plan aims to strengthen the quality and currency of the Department's instructional focus, enhance its outreach to its stakeholders, and develop ways to nurture and incorporate research-oriented practice throughout the Department's programs. The college compact notes four key gaps through which the department is experiencing serious challenges: (1) Knowledge Gap--reflecting the exponential increase in knowledge and information and the dramatically changing economy and related work and citizenry requirements for adult learners; (2) Technology Gap--in organizations and programs which are attempting to serve adults in a growing e-learning environment; (3) Educator Supply Gap--a serious issue for stakeholders in both postsecondary and work environments, as well as non-profit and community-based organizations; and (4) Achievement Gap--which represents the effort to achieve more effective admissions processes, effective and efficient learning models, and maximized learner productivity in their current and future professional work and leadership roles. As a means of addressing these concerns, the revised compact presents four strategic initiatives and three departmental goals. (NB)

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North Carolina State University

Department of Adult and Community College Education

REVISED COMPACT PLAN FOR 2003-2005
As of January 20, 2002

ED 473 882

INTRODUCTION

The Department of Adult and Community College Education (ACCE) is committed to developing leaders, innovators, and change agents for adult learning organizations through innovative research, graduate professional preparation, and service outreach to our key stakeholders. Because of our interdisciplinary intellectual grounding, the department brings together expertise in adult learning and program design, expertise in instructional technology and assessment, as well as expertise in leadership development and administration. These expertise areas are targeted to two-year, four-year, and continuing education environments; corporate and workplace learning settings; nonprofit organizations; and individual and group efforts that serve adult learning needs.

With a primary commitment to part-time graduate students, the department faces a unique challenge to serve these working professionals who are institutional and societal change agents and innovators. As a department based solely in graduate programs, we recognize the direct impact of our instructional and research effort on these practitioner students and their subsequent organizational efforts. Through these practitioners, we directly influence the future quality of educational and instructional efforts by these individual as they serve both the state and other states and countries beyond the borders of North Carolina.

Through this revised compact, the department is committed to strengthening the quality and currency of its instructional focus, enhancing its innovative outreach to its stakeholders, and developing ways to nurture and incorporate research-oriented practice throughout its programs. As noted in the College compact, we are experiencing serious challenges through the four key gaps:

- *Knowledge Gap* - reflecting the exponential increase in knowledge and information in our society and the dramatically changing economy and related work and citizenry requirements for adult learners; t ·
- *Technology Gap* - in organization and programs which are attempting to serve adults in an growing e-learning environment;
- *Educator Supply Gap* - a serious issue for all of our stakeholders in both postsecondary and work environments, as well as nonprofit and community-based organizations; and

Achievement Gap - which represents our effort to achieve more effective admissions processes, effective and efficient learning models, as well as maximized learner productivity in their current and future professional work and leadership roles.

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The Department of Adult and Community College Education faces a particularly significant challenge in these next five years because of current department faculty retirements and increasing competition from traditional, nontraditional, and virtual distance learning programs for our prospective students. In addition, our key stakeholders also are projecting dramatic retirement and turnover rates of instructional and administrative personnel, as well as increased growth of new learner enrollments in community colleges and higher education settings, workplace training and development settings, and adult education environments. We are experiencing the impact of the current state economy on the financial stability of the department, as well as on our graduate

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students' worksites and their own work security. These times challenge all of us to be more thoughtful, innovative, and risk-oriented.

This revised compact plan represents our redefined and enhanced initiatives and it reflects our belief in repositioning the department towards stronger national leadership. Through this stance we are continuing to refine our expectations and standards for doctoral preparation and look forward to the development of a Ph.D. program directed to the development of professorial talent. In support of this stance, we have also made a major commitment to host the international conference, Adult Education Research Conference in May, 2002. We project approximately 250 to 300 attendees and have collaborated with East Carolina University and North Carolina A & T State University in this major national/international scholarly forum.

As part of these enhanced efforts, we are working towards important enrollment growth areas of special interest within our department: student affairs preparation, adult distance education, community college teaching, and the continuing development of our distance education delivery of the training and development program. These growth areas reflect a committed shifting of our enrollment management towards greater representation of master's level students and a limited doctoral student enrollment with more extensive faculty mentoring. As part of effort to enhance our national standing, our department will continue in its unique position as the only graduate professional preparation program in the state of North Carolina to meet the significant societal needs for qualified professionals who can instruct and administer adult learning programs. We see many exciting new opportunities and look forward to the support of ideas and resources from the college and university community in these efforts.

As the fourth revision, this compact plan is targeted to both new and continuing initiatives for 2003-2005. Our revised compact presents four strategic initiatives and three departmental goals, based in the collective expectations of the university, the college, and our departmental interests.

INITATIVES

INITIATIVE 1: ENHANCE DISTANCE EDUCATION EXPERTISE THROUGH TECHNOLOGY-ENHANCED INSTURCTION

As a major commitment of the department, this initiative presents three interrelated activities. These efforts include A) launching of the master's distance education T & D program, B) creating a distance education and e-learning program specialization, and C) enhancing departmental technology infrastructure.

1A). Launch the Distance Education Masters Program in Training and Development. Beginning in Fall, 2002, the department will launch a distance education cohort master's program in Training and Development. This effort will represent the first complete online and multi-media delivery of a graduate program in the University and specifically in the College of Education. This program is initially targeted to the current business and industry training personnel of the piedmont area and hopefully attracting other individuals beyond our region. This program will provide important access to targeted clientele who are often involved in extensive travel throughout the week, who have been unable to participate in on-campus weekly instruction, and who are often responsible for creating e-learning training programs for their companies. In addition, we believe that other professionals in postsecondary environments and potential K-12 staff development environments will also seek out this degree. The department is targeting between 12 to 20 individuals for the initial cohort. Current 2001-2002 activities have included receipt of multi-year program development funding from DELTA, review and approval for the offering of a distance education program through NCSU and UNC, faculty and instructional design staff work in

creating and pilot-testing multi-media and online courses, initial recruitment and marketing for applicants, and upcoming admissions review of the initial cohort group.

Evaluation of this initiative will reflect current benchmarks reported in the DELTA development grant and related timelines for tracking the progress of development. T & D faculty will be monitoring the quality of graduate student involvement, learning outcomes, and comparative success in this effort. Benchmarks for the implementation and outcomes of this program for 2003-2005 will be established in relation to other distance education program initiatives at similar institutions of higher education. The department will be assessing the demands of this new program on T & D faculty workloads, as well as the inclusion of other departmental faculty in distance delivered coursework. As an innovative effort, we will need to examine both formative and summative learner and program outcomes from this initiative.

Because of the potential doubling of T & D student enrollments through both on-campus offerings and the distance education program, there is need for identifying the future growth of the department in offering both delivery systems. If a commitment is made to continue both sets of offerings, additional resource support will be needed. It is proposed that there be the addition of one new faculty member and the addition of a graduate student to provide assistance with the maintenance of the distance education program.

1B). Develop a Distance Education and E-Learning Specialization. The department desires to pursue a program specialization of distance education and e-learning to be developed across adult education and training/development faculty. This effort will serve important professional education needs of our stakeholders, as well as enhancing the future innovative outreach of our teaching and research. We also believe that it will provide additional expertise to enhance our national reputation. The department has already established foundation support for this specialization through the work of the training and development faculty, the offering of a topical course on distance education, and through our technology standards for the department. We have experiencing a strong interest from several segments of our students who are currently working in the area or have a strong interest in future career opportunities. For example, several land-grant institutions (Penn State University, University of Maryland, and University of Wisconsin-Madison) have demonstrated the importance of a distance education graduate program specialization and have been able to create national and international impact through these institutional efforts. At the national level, 75% of community colleges and universities have established distance education efforts, along with an estimated 90% of corporate universities have also targeted virtual training as a primary delivery system. This coming year, we will be starting conversations regarding the needs for additional knowledge and skills in distance learning for university faculty through the NCSU Faculty Center for Teaching and Learning. We are adding two adjunct faculty who represent this distance education expertise. And it is becoming apparent, that there is a significant need for our expertise of adult learning for development of instructional distance education environments for current NCSU faculty.

Beyond the importance of this specialization for departmental relevancy and impact, we propose that this specialization and related future faculty positions would provide leadership in distance education projects with CCEI and potentially with DELTA. In particular, as the university continues to reorient several of its professional preparation programs for the electronic world of commerce, it is also

important for our department to target leadership towards e-learning environments.

Formative evaluation of this component would focus upon continued strengthening of the other three related components of this initiative, enhancement of relationships with our distance education adjunct expertise, continued engagement with the development of CCEI and DELTA, and, as resources permit, targeting the development of a yearly offering in distance education by a current faculty member [projected for 2003-2005]. Because of the current demands on faculty, the department requests a faculty line targeted to bringing in specialized knowledge and research expertise in this area, and to provide collaborative skills to work with departmental faculty and students, CCEI development team, DELTA, and the NCSU Faculty Center for Teaching and Learning.

1C). Enhance departmental technology expertise infrastructure. The department continues to enhance its knowledge and skills base through its technology standards and related instructional practices. For the 2001-2002 year, all of the standards were placed into a WEBCT site and were accessible for training and testing out either through on-line efforts or through a face-to-face workshop. Information is available online for the ACCE Technology Standards and guidelines for testing out. Evaluation of this Fall, 2001 effort is currently posted in the departmental folder on the college server. This Spring, the department will query faculty and students to determine the impact of these standards on student engagement and performance with technology. As next steps in this effort, our department desires to model new understandings, expertise, and technology-integrated actions for our leadership, teaching, and learning processes. Through a partnership with the Learning Technologies Service in the next two years, the department will move towards placement of more of its syllabi on-line, utilization of components of WebCT in courses, and faculty engagement in technology uses in their instructional practice. As we incorporate the distance education program of T & D into the mainstream of department activities, we recognize the unique issues faced by incoming students with variable backgrounds and understandings. With the greater utilization of on-line web-based applications, as well as distance education efforts, we will continue to create additional competencies and supportive instructional efforts. Thus, we are growing the department towards a technology innovator of instruction, of graduate student interactions, and of outreach.

Key evaluation efforts will include our expectation that each faculty member will demonstrate new learning of knowledge and skills, as well as applications of technology for their course instruction for 2003-2005, to include applications of WebCT to specific components of their courses, placement of their syllabi on-line, use of conferencing software, or other appropriate uses of technology in classroom learning environments. Secondly, the department will continue to innovate its instructional, communications, and management practices with technology supports. One innovation practice will be developing an infrastructure for student and faculty homepages within the department. This effort will be piloted through the incoming distance education master's T&D cohort group. Because of the ongoing nature of this effort and its beneficial impact upon other faculty and students of the college, we request that the college consider the development of a specialized support system for future instructional design support for faculty and support for development of faculty/student homepages.

Key Requested Resources for Initiative One:

1) New faculty member for distance education and e-learning specialization, operating funds, and Graduate Assistant

2) New faculty position for T & D program to support growth in both distance education and on-campus, operating funds

3) New graduate assistant position to support distance education T & D program.

INITIATIVE 2: ENHANCE STUDENT AFFAIRS PREPARATION SPECIALIZATION

The department desires to craft a unique expertise and leadership in the student affairs preparation specialization in higher education. We propose funding of a new faculty member with expertise in research and practice targeted to technology enhanced and delivered student services, as well as services to the nontraditional, commuting student. This focus would be supported through the other departmental coursework and delivery efforts, as well as through several collaborations with NC State and other regional college and university's student affairs divisions. Key outcomes will be innovative national leadership, uniquely prepared students for a growing professional market need, and expertise to serve both the university and the region.

This interest is beyond our current efforts at serving approximately 20 enrolled masters students in the specialization and about 25 doctoral students who are working in student affairs roles in the two doctoral program areas. In 2001, the department has enhanced its publicity efforts, including a brochure to both NC State and other regional student affairs divisions. In addition, we are in conversations with ERLCE on collaboration and mutual presentation of our student affairs specializations. We have also modified our masters' level admissions process to be responsive to student application acceptance for more timely offering of assistantships. Our 2003-2005 efforts will target a) the identification of additional assistantships to support the program, b) the ongoing collaboration with the NCSU Student Affairs offices, as well as other regional university and college student affairs offices, c) the organization and support of the current student affairs initiative through active seeking of a new faculty position, d) identification of a broader faculty support mechanism for incoming students, and e) beginning conversations with nearby community colleges regarding student affairs preparation opportunities.

Key evaluation strategies for our current efforts consider the following areas: 1) adding approximately 5 new assistantships with the outcome of increased student enrollments and supports, 2) examining our internal faculty support and advisement process of current students in this specialization and determine the best strategies, given current resources, and 3) examining our recruitment and publicity activities between the department, NCSU Housing, and ERLCE.

Key Requested Resources for Initiative Two:

New faculty position for leadership of the student affairs Specialization Program, operating funds, and graduate assistant

INITIATIVE 3: LAUNCH A COMMUNITY COLLEGE TEACHING SPECIALIZATION

The Department has recently conducted a final review and departmental approval of an M.S. and M.Ed. specialization in Community College Teaching. We are currently developing a brochure and will be contacting the four nearest community colleges, as well as the academic departments at North Carolina State University regarding interest and collaboration. Because this degree is dependent upon the collaboration of both the nearby community colleges and NCSU academic departments, we believe that this program will require a number of years to fully implement.

The NC Community College System (NCCC System) projects a retirement and turnover rate of between 45-60% of its instructional personnel in the next five years, a projected number of over 1,400 openings. (These figures do not reflect the additional need for increased faculty to meet the

projected 8-12% growth in community college enrollments.) In addition, there are growing needs for professional development of current instructional personnel, particularly in the area of effective use of technology and effective strategies to work with adult learner populations. Because of these needs, NCCC System has established a key priority for the preparation and professional development of community college faculty. We believe that this effort will continue our support with the NCCC System and maintain that linkage, as well as provide an important source for master's student enrollment growth. We also hope that this effort will develop new connections with the nearby academic departments.

It is projected that the department will need additional faculty support in 2004 for this effort, as well as administrative support through a graduate research assistant. Although we had originally considered a certificate for this program, the community college presidents questioned this particular credential and requested that it not be pursued. We will reassess this decision in 2005 after feedback and involvement with the community colleges.

Evaluation for this initiative includes initial needs assessment with the NCCC advisory committee and related recruitment data from select community colleges, pilot evaluation of courses with the targeted clientele, careful monitoring for quality of student involvement related to access and course outcomes, and feedback through the System regarding its impact on select targeted areas. The department will present an update of the status of this initiative each year in the annual report and a more complete report three years after implementation related to its impacts.

Key Requested Resources for Initiative Three:
1) Support for a requested faculty position in community college teaching. New assistant professor and operating funds

INITIATIVE 4: ENHANCING LEADERSHIP DEVELOPMENT

The department continues to face significant challenges in its leadership development instructional programs. At this juncture, the department faces an expected challenge to either identify a new national leader for the Joseph D. Moore Chair position or to reconfigure the historical organization of two community college positions and seek an alternative arrangement. Currently, the North Carolina Community College system (NCCC) projects a 55% turnover rate for upper-level community college administration in the next five years due to retirements and job vacancies from promotions or personnel seeking alternative work situations. Along with these retirements, the system has instituted new requirements for doctoral degreed individuals to assume future division and dean leadership positions. There is a tremendous need for our efforts because we are the only graduate program in the state.

This initiative reflects three major efforts over the next few years: 1) development of a Leadership Development Academy, 2) Reassessment of the higher education/community college education curriculum, and 3) Identification of possible cooperative relationships with the Educational Administration program.

This first effort in this initiative, the Leadership Development Academy, will provide professional development services for community college administrators and prospective administrators as well as to meet the human resource needs for leadership in community colleges. This initiative will explore a partnership between NC State's ACCE and the community college system of North Carolina, as well as other community college systems in the Southeast. The expectation is that NC State will provide a program of professional development and doctoral degree opportunities especially tailored to the needs of community college leaders and prospective leaders. The North Carolina Community College system and other participating community college systems will underwrite this initiative once a Leadership Academy has been established. The human resources needs for senior level administrators in community colleges in North Carolina, as well

as nation-wide, are unprecedented and must be addressed if the state and the nation are to provide quality postsecondary education and training. Leadership development in such areas as personnel management, fiscal management, and instructional management will require a number of strategies which may include specific training programs, mentorships, internships, workshops, directed study programs, study tours, and the development of learning networks. There also will be collaborative efforts to work with the North Carolina State University Leadership Initiative through the Vice Chancellor for Engagement and Outreach.

The second effort in this initiative targets the reassessment of the curricula of leadership development for both two and four year institutions, delineation of better ways to offer the doctoral program in relation to format and delivery, and development of a stronger emphasis in research and in new trends in higher education leadership. We would expect our new senior faculty to seek external funding for fellowships and for research and outreach (Note Initiative 5), as well as receive initial start-up support from the university.

The final part of this initiative also will seek to identify ways to develop a cooperative partnership with the Educational Administration program. Because of the growing importance of leadership across education systems, faculty in these two areas of K-12 administration and of community college and higher education leadership would jointly explore collaborative ventures through both programmatic and public service efforts. In particular, there will be an exploration of recruitment of women and people of color to our graduate programs with specialized coursework and experiences to support the development of these two groups.

Key evaluation efforts will focused upon the key progress efforts in development of a leadership academy, in an identified process for modification of curricula and outreach, in efforts to solicit external funding for fellowships, and in discussions with the Educational Administration. Resources for this initiative would come from initial start up funding for the academy through university, community colleges and the NC CC System, as well as faculty pursuits of external funding.

Key Requested Resources for Initiative Four:
1) Request for graduate assistantship to support these formative efforts

DEPARTMENTAL GOALS IN SUPPORT OF INITIATIVES

GOAL 1: Procure Adequate Resources and Guide our Efforts with Quality

TARGET: REALIGNMENT OF DEPARTMENT ENROLLMENT
The department is undertaking a major shift of its historic dominance in doctoral Ed.D. preparation. We have begun realignment of our doctoral and master's graduate enrollments. Currently, the department is enhancing or creating new specializations in the master's program areas, while limiting new doctoral enrollments and examining key policies and student progress in current doctoral enrollments. The department has established stated criteria for admissions and will specifically limit the number of doctoral students for the next five years to lower doctoral enrollments to approximately half of its current numbers (targeted number of 120). We have already made progress, moving from 273 to 210 doctoral students (1999-2001). We have begun to review the progress of our current doctoral students, by instituting a stronger credit hours requirement (3 hours for dissertation research each semester) and also require students to adhere to the Graduate School policy for advancement to candidacy at the sixth year. This Spring, the department will review approximately 46 students who have passed the sixth year mark for their progress towards advancement to candidacy and towards completion of the dissertation.

The second key shift of our enrollment management efforts is the enhancement of master's level programs through the distance education T & D program, the new student affairs specialization, and the upcoming community college teaching specialization. We will continue to determine appropriate activities to enhance this increased enrollment efforts in the master's area.

As part of this initiative in enrollment management strategies, the department will be enhancing its advisement and support systems for students. One of the departmental recent efforts was the creation of program planning templates for each curriculum and specialization. Students can access these templates through our website. Another key effort this Spring is the implementation of an alumni survey to graduated students during the past three years. We hope to gain valuable insights regarding their experiences of the department and subsequent feedback to improve the department support systems. Thirdly, the department will develop additional efforts to enhance our retention and graduation rates. Currently, we have an average of 55.5% of our doctoral students graduating in seven years and 53% of our masters students graduating in three years. We hope to increase these percentages of completion rates through both more effective admissions and more supportive advisement strategies. The department will continue to search out opportunities to recruit, attract, and retain full-time doctoral students through the soliciting of external research grant support. We also believe that collaborative involvement between faculty and graduate students through various projects would also be a helpful retention tool. These efforts will draw upon the institutional research data bases of UPA, Registration and Records, and the Graduate School.

A final effort in this realignment will be the development of a highly selective departmental Ph.D. program targeted to the development of needed professorial talents in our professional preparation areas. Due to the limited number of quality programs development professors, there is a significant need for our national leadership.

Key evaluation strategies for this initiative include the evaluative statistical comparisons each year of admissions enrollments towards increasing masters enrollments and decreasing doctoral enrollment numbers; delineation of efforts that enhance the development, recruitment, and offering of master's programs; identification of key efforts in the enhancement of advisement and support systems; and the increased numbers of graduate assistantship support for full-time enrollments. By 2005, the department would hope to have submitted and received support for a new Ph.D. program. Between 2003-2005, the department faculty will initiate at least two external resource grant proposals to support graduate assistantships and the enhancement of the departmental efforts with graduate student research preparation.

GOAL 2: Attain National and International Standing and Develop Innovators and Innovations

TARGET: ESTABLISH A DEPARTMENT CENTER FOR RESEARCH AND PUBLIC SERVICE
This goal is an exploratory interest by the department in strategically targeting research and public service efforts in the future. With the leadership of several faculty, the department proposes to establish the Malcolm Knowles Center for Leadership and Learning. This center would be particularly supportive of community college alliances, as well as support the broader work of the department in adult teaching and learning. This initiative would also support the College 's initiative to create the Centennial Center for Educational Innovation and offer support to creative partnerships with both K-16 and corporate business communities.

The Center would offer a synergy to seek out external funding for research and public service, as well as support the current instructional and research efforts of the department, including the National Initiative for Leadership and Effectiveness Training (NILIE), a key initiative for research in the community college in the 21st century, and other related initiatives. The department will both support current efforts with the NILIE project and consider ways to broaden and strengthen its research and organizational effectiveness outreach efforts. Second, the department will

encourage and support a faculty and graduate student team to pursue a research initiative focused upon instructional and curricular changes in community colleges that alter the organization and governance of the institution. As the community college develops in the 21st century, significant change to institutional mission, to curriculum delivery, and to personnel demographics are in progress. For example, the development of baccalaureate degree programs at community colleges signals a major mission expansion and also has implications for the management and governance of these institutions. A further example arises from the expected retirement of large numbers of community college faculty and administrators over the coming decade: the impact upon curriculum and upon personnel management can be expected to lead to major changes in the institution. This research is intended to inform practice by advancing knowledge of organizational change and identifying the specific implications of alteration to instructional and curricular change. It is expected that the initiative will be a national endeavor and lead to grant support and possibly support from community college state systems that want to be part of the investigations.

Key evaluation efforts will focus an examination of key steps and outcomes from a faculty leadership group to develop a proposal for the center and key initial efforts in developing the center. It will also focus on departmental faculty efforts to develop collaborative research efforts and secure external funding. The Center's and the department's annual reports would provide a statement of annual goals, summary of accomplishments, and critique of its efforts in future years. Resource needs will focus upon external funding support; however, it would be advantageous for the university to provide resources to support the early stages of this research initiative until grant money has been secured.

GOAL 3: ENHANCE DIVERSITY

The department has a longstanding reputation supporting diversity. The department will continue to recruit culturally diverse graduate students and faculty, as well as provide instructional efforts that prepare instructional leaders and change agents for an increasingly diverse society of peoples and ideas. The department will explore new strategies and resources to support diversity, including new efforts to identify, mentor, and retain diverse students; seek out externally funded assistantships and research projects related to enhancing diversity; and seek out collaborative supports through educational agencies and corporate organizations regarding this initiative. This initiative will include a faculty effort to develop ways to predict effective engagement in relation to admissions national aptitude assessment examinations. In addition, special support systems would be provided to also support individuals targeted to bring further diversity to the department. The department will review curricula and course content for inclusion of current research and understandings of diversity in serving adult learners. Key evaluation initiatives will consider enrollment figures, key feedback from faculty assessment of their course orientations, and the potential for future collaborative projects to support and enhance diversity of departmental efforts. No additional resources will be sought, other than external resources for assistantships and related research projects.

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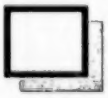

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